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ABSTRACT

This junior high teaching unit, Exploring Careers: A Look at Gender Stereotyping, is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to help students become aware of how a culture transmits images of males and females and how these images contribute to one's attitudes toward gender roles. (The unit is one of five in the series applicable to all twelve career clusters. For these and junior high units on individual clusters, see CE 025 738-765.) (LRA)

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FOREWORD

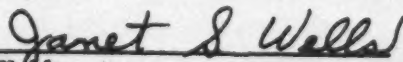
Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A Link To All Twelve Career Clusters:
EXPLORING CAREERS: A LOOK AT GENDER STEREOTYPING

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EXPLORING CAREERS: A LOOK AT GENDER STEREOTYPING

RATIONALE

Children are interested in and have been exposed to role models. Through this unit the students will become aware of how a culture transmits images of males and females and how these images contribute to one's attitudes toward gender roles. Such attitudes influence career choice and therefore need to be fully understood.

GOALS

Through this unit, students will:

- Become aware of popular gender stereotypes.
- Learn how these stereotypes are transmitted to the public.
- Learn to differentiate between the real and ideal images of males and females.
- Recognize how striving to achieve a stereotyped image can affect an individual's happiness.
- Note how the schools and media are attempting to deal with people as individuals rather than as stereotypes.

PERFORMANCE OBJECTIVES

By the end of this unit, most students will be able to:

- List at least eight popular gender stereotypes.
- Point out examples of stereotypes in literature, in comic strips, cartoons and in the media.
- Be able to create male and female characters devoid of stereotypes.
- Recognize and question toys and games which teach gender roles.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Books: Free to Be . . . You and Me, introduced by Marlo Thomas, et al. Copies of popular children's stories, fairy tales The Family Guide to Children's Television, Kay Values Clarification, Simon, Howe, and Kirschenbaum (for teacher)

Records: Free to Be . . . You and Me, Marlo Thomas et al.
"There Is Nothing Like a Dame," from South Pacific
"Tradition," from Fiddler on the Roof
"My Boy Bill" and "If It's a Girl," from Carousel
These may be used as background for work periods.

Other Materials: TV guides
Catalogues and advertisements
Current newspaper and magazine articles
"Mythology Today," by Jeffrey Schrank, Methods and Media, April
"Jack and Jill Fight Back," by Linda Clark, Methods and Media, October 1975.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films: MP 2626 How Will I Grow? (Although suggested for grades 1-5, this film can be successfully used at any level, with proper preparation. This is a new excellent film.)
MP 7086 I Think
MP (new) Free to Choose

COMMUNITY RESOURCES

Larry Franks; Male Nurse; Houchin Community Blood Bank; Bakersfield; 327-8541.

Carol Muse; Deputy Sheriff; 327-3392.

Ramona Ingram; truck driver; 327-0881.

Christy Albright (Christy Clark); Disk Jockey; 1209 North Chester; Bakersfield; 93308; KUZZ; 393-1500.

Dr. Juliet Thorner; M.D.; 327-7581.

Joan Paynter; Pilot; 831-4598.

Lee Southword, Louise Navarro; Sears' Automotive Repair; Bakersfield; 832-2111.

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL
EXPLORING CAREERS: A LOOK AT GENDER STEREOTYPING
A Link To All Twelve Career Clusters

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST - VALUES VOTING

With your teacher's leadership, participate in "Values Voting."
(Instructions for using this strategy can be obtained at the
County School Office or are found on page 38 of Simon, Howe, and
Kirschenbaum, Values Clarification.) In this exercise, students
express their opinions freely on a number of issues related to
gender stereotyping. Some sample questions might be:

How many of you ...

- a. Think that boys are smarter than girls?
- b. Would apply for a job as a bookkeeper?
- c. Used to watch The Flintstones on TV?
- d. Like to cook?
- e. Play a sport regularly, outside school time?
- f. Think that little girls should play with trucks, if they want to?
- g. Think that little boys should play with dolls, if they want to?
- h. Would apply for a job as a telephone lineperson?
- i. Read Blondie in the funny papers?
- j. Know how to sew, knit, or crochet?
- k. Know how to build things with a saw, hammer, and nails?

Add your own questions.



2. CREATE A STEREOTYPE

Read the introductory sheet "Who Is a Stereotype?" on the following
page. Because stereotypes are simplified versions of real people,
they are often illustrated by simplified art forms--caricature and

pantomime. A caricature is a cartoon which emphasizes one or two prominent features and draws them out of proportion to represent a whole person or a group of people. In pantomime, the same idea is applied, except that the features or characteristics are acted out without the use of words. (One or two simple props may be used.) Draw a caricature OR perform a brief pantomime which demonstrates a popular stereotype. (Two or three students may join together for a pantomime.) Share your stereotypes with your classmates.

WHO IS A STEREOTYPE???

- * A stereotype is "an idea or image that has a special meaning held by members of a certain group." Stereotype also means ...
- * "A metal plate cast from a mold." SO-- to think of people as stereotypes means to think of them as though they were cast from molds, just like all other people in a certain group.
- * We stereotype people when we expect them to have certain ideas or features, or a personality just like that of other people in the same group. Some common stereotypes might be: the absent-minded professor, the fat, cigar-smoking politician, the mad scientist, the temperamental musician. You can probably add more from your own experiences.
- * Stereotypes are also applied to gender roles in our society, to the way that males and females look, think, and act.
- * Stereotyping begins with young children, and tells us that little girls are made of "sugar and spice and everything nice," that they are clean and quiet and like to play with dolls. It tells us that little boys are made of "snips and snails and puppy-dogs' tails," that they are tough and brave and never cry when it hurts.
- * In this way, stereotyping tells us what others expect us to be.
- * If you are aware of the stereotypes which affect us, you may choose to accept some of the expectations for your gender, or you may make other choices. At any rate, you will understand that



YOU ARE NOT A STEREOTYPE - NO ONE IS!

YOUR CHOICE;

3. FROM CHILDREN'S BOOKS

Read four different children's stories (The Little Red Hen, "Hansel and Gretel," "Bluebeard," "Snow White," "Red Riding Hood," "Cinderella," etc.). Make a list of the main characters in each, their sex, their job, and some personality traits of each character. Your paper might look like this:

STORY/CHARACTER	SEX	JOB	PERSONALITY	+ or -
<u>Hansel and Gretel</u>				
1. Father	M	Woodcutter	Kind, gentle	+
2. Mother	F	Housewife	Mean	-
3. Hansel	M	Child		
4. Gretel	F	Child		
5. Witch	F	Witch		

Beside each personality trait, put a plus (+) if you think that the trait is a good one to have, a minus (-) if you think it is a negative one. Are there more plus signs for males or females? What kinds of traits do females in these stories have? How do you feel about the way men and women are shown in these stories? Do they provide a good role model for young children? A role model is a standard of excellence to be looked up to and imitated. Place a check (✓) beside the name of any character you think provides a good role model. Share your reactions in a discussion with a small group of your classmates.

4. WRITE YOUR OWN ...

Read activity 3 and then write your own unstereotyped fairy tale.

5. HERE AND NOW STORIES

Sing--or read aloud with friends--or listen to "William's Doll" (Free To Be ... You and Me adapted from the book by Charlotte Zolotow),

DISCUSS, in a small group, the way small children find out about gender roles. Suppose you were babysitting with a three-year-old boy, or knew one in your family, and that little boy asked you to give him a doll for his birthday. What would you say to him? How would you feel about him?

or

Read aloud, as Reader's Theatre, or listen to "Boy Meets Girl" (Free To Be ... You and Me, p. 24, and "Ladies First," p. 39). What common stereotypes do these stories portray? DISCUSS, in a small group: Do people make a difference in the way they dress and care for boy and girl babies? What is the earliest thing you remember about being a boy/girl? Do you ever wish that you had been born in the other sex? If girls have to be "real little ladies," how does that affect them? How do you feel about "Ladies First," going through doors, getting in cars?

6. TV TIME

Television programs play an important part in shaping the way we feel about ourselves and others. How are men and women shown in cartoons? Commercials? Detective/spy shows? Situation comedies? Are there any programs which attempt to break stereotypes, to show males and females in unstereotyped careers? Choose one of the categories of programs listed above, and watch several programs in that category. Then draw a cartoon showing what you think the image is in one of those programs, OR prepare a short skit reversing the stereotype (for example, a man selling dishwashing detergent or a female truck driver as a heroine.)

7. Read the following famous quotations from the past. Check those with which you agree. Are there some common assumptions about the differences between males and females expressed here? What are they?
- a. The glory of a man is knowledge, but the glory of a woman is to renounce knowledge. (Chinese proverb)
 - b. Do not trust a good woman, and keep away from a bad one. (Portuguese proverb)
 - c. Let husbands govern, gentle wives obey. (Colley Cibber)
 - d. Whenever a woman dies there is one quarrel less on earth. (German proverb)
 - e. A man of straw is worth a woman of gold. (James Howell)
 - f. Never trust a woman, even though she has given you ten sons. (Chinese proverb)
 - g. In her childhood a woman must be subject to her father; in youth, to her husband; when her husband is dead, to her sons. A woman must never be free of subjugation. (The Hindu Code of Manu. V)
 - h. Man is the hunter, woman is the game. (Alfred Lord Tennyson)
 - i. There is good principle which created order, light and man, and an evil principle which created chaos, darkness and woman. (Pythagoras)
 - j. The two sexes mutually corrupt and improve each other. (Mary Wollstonecraft)
 - k. A man in general is better pleased when he has a good dinner than when his wife talks Greek. (Samuel Johnson)
 - l. Women are only children of a larger growth. (Lord Chesterfield)
 - m. Most women have no character at all. (Alexander Pope)
 - n. I never knew a tolerable woman to be fond of her own sex. (Jonathon Swift)
 - o. Man for the field and woman for the hearth;
Man for the sword and for the needle she;
Man with the head and woman with the heart;
Man to command and woman to obey;
All else confusion.
(Alfred Lord Tennyson)
 - p. To men a man is but a mind. Who cares what face he carries or what he wears? But woman's body is the woman. (Ambrose Bierce)
 - q. Women, in general, want to be loved for what they are and men for what they accomplish. The first for their looks and charm, the latter for their actions. (Theodore Reik)
 - r. Many a man has fought because he feared to run away. (Richard Hovey)

8. TOY STORE

Young children's ideas about themselves and about what they can be "when they grow up" are greatly influenced by the toys with which they play. Look through toy advertisements and catalogues. Which toys might we call "gender free," that is, equally good for boys or girls? Which are advertised to appeal primarily to one sex? Cut out examples of both kinds of advertising, and make a display to share with your classmates. Choose a toy which you might give to a young child you know, and give reasons for your choice.

9. AS OTHERS SEE US ...

Junior high school students are stereotyped by adults, especially in terms of hair styles, clothing, music, food preferences. With a group of other students, prepare a life-size body image picture of the "typical junior high boy/girl" as seen by a member of the parent generation. (One student lies on a piece of butcher paper, others draw his/her outline. Then color in clothing, facial expression, hair, etc., as you wish.) Label important features of your stereotyped student. How are you different from the stereotype?

ALL:

10. POST TEST

Sharing "I Learned" or "I Discovered" statements (Values Clarification, p. 163) may help individual students to explore some of the learning which has taken place for them. These can be shared in class discussion, or as a written record, using a large piece of paper posted on the wall, with felt pens for the students' use.